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Newsletter of the Montana
Office of Public Instruction
Nancy Keenan, Superintendent
Vol. 39, No. 2

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OPI and MPTSA join forces to promote character education

A new statewide character education project was launched in October by State Superintendent Nancy Keenan and Jean Curtiss, president of the Montana Congress of Parents, Teachers, and Students (MPTSA).

At a press conference held at Hawthorne School in Helena, Keenan and Curtiss announced a collaborative project that will promote honesty, personal responsibility, integrity, fairness, caring, respect, and citizenship.

"Young people need families, schools, neighbors, communities, and local heroes to set an example of good character and shared ethics."
—Nancy Keenan

"These are character traits that transcend all philosophies, religions, and cultures. They are the essential building blocks in a democracy," Curtiss said.

"When we talk about character, we are not talking about being self-righteous or imposing any particular moral or religious values on anyone. We are talking about central core ethics that everyone can agree on."

Decorating cookies at the International Festival of Trees, an annual benefit for the Intermountain Children's Home in Helena

Kids' Council on Character

"Concern about the character development of our children has taken on a new sense of urgency in these changing and turbulent times," Keenan said. "Across our nation and state, parents, teachers, and community members are calling for a return to the core ethics of honesty, personal responsibility, integrity, fairness, caring, respect, and citizenship."

Plans for Montana's character education project include assembling a "Kids' Council on Character." The council will allow students across the state to begin a conversation on character issues.

Classroom discipline concerns

"As Montanans, we have a tradition of strong families and sound character, personal responsibility, honesty, and neighborliness," Curtiss said. "However, raising children in the 1990s has become increasingly challenging as the violence epidemic threatens to reach Montana."

Curtiss said Montana schools have been resilient in hard times, despite funding cuts and overcrowded classrooms. One reason, she said, is that Montana schools have not had to face the violence and other difficulties that other parts of the nation face.

"But let us not be naive," she said. "We must recognize the need for vigilance and action in a time when we hear the rumblings of gang activity, disruptive behaviors, and violence."

Keenan noted that classroom discipline problems have become a top concern for educators.

"We know the majority of Montana's children are responsible, respectful, caring young people," she said, "but it only takes a few unruly kids to disrupt an entire school atmosphere. We also know too many young people are turning to alcohol, drugs, and fighting. These issues are directly related to issues of character."

Keenan pointed to the 1995 Montana *Youth Risk Behavior Survey* report, which details the health risks taken by Montana young people, from alcohol and drug abuse to failure to wear seatbelts. (See related article on page 3.)

Keenan and Curtiss emphasized that parents have the primary responsibility for teaching personal responsibility and other traits of good character. Schools have an important role to play in supporting family efforts, they said.

"There are so many examples of unethical behavior available to our children; they need only turn on their television sets to see it," Keenan said. "Young people need families, schools, neighbors, communities, and local heroes to set an example of good character and shared ethics. Above all, young people themselves need to take responsibility for their own good character, and there must be consequences when they don't."

"These are character traits that transcend all philosophies, religions, and cultures. They are the essential building blocks in a democracy."
—Jane Curtiss

Listening to the students

The Kids' Council on Character, to be formed early in 1996, will give students a chance to talk about issues that concern them.

"As I travel to schools and visit with students across the state, I hear a clear message from Montana's young people,"

(Continued on page 6)

Message from Nancy Keenan

Character is key

Character *counts*. It matters enormously. Good character is the foundation of a free, democratic society. That's the message behind a new initiative launched in October by my office and the Montana Congress of Parents, Teachers, and Students (MPTSA). Jean Curtiss, president of MPTSA, and I announced this joint character education project in October. (You can read more about the project on page 1.)

It's no coincidence that parents, educators, and community members across the nation are talking about the need for character education these days. Although most of our students are responsible citizens, we are seeing more kids who don't find anything wrong with being physically aggressive, verbally abusive, or dishonest.

Young people don't operate in a vacuum, of course; they tend to mirror adult society. When young people hear of corruption at United Way, the O.J. Simpson case, or the Oklahoma City bombing, they are receiving a clear message about right and wrong — and it's not necessarily the message we want them to receive.

Many of us in education have shied away from the word "values" in recent years. Unfortunately, the word has been politicized and saddled with the baggage of blame and self-righteousness. Some people have used the word to divide, rather than to unite.

With the character education project, we hope to help unite Montanans around shared ethics that everyone can embrace: honesty, personal responsibility, fairness, caring, respect, and citizenship.

Montana's schools have taught these core, bedrock ethics for decades, reinforcing what students learn from their parents. It is time to place even more emphasis on these ethics. Schools and parents can't do the job alone; we need to involve all sectors of our communities. Above all, young people themselves need to take responsibility for their own good character, and there must be consequences when they don't.

Jean Curtiss and I are excited about this project, which is in its formative stages. We will keep you posted as the project takes shape.

In the meantime, I wish you and yours a happy, healthy holiday season!

Nancy Keenan

American Indian language and culture certification available

At its meeting on November 30, 1995, the Board of Public Education approved the Class 7 American Indian Language and Culture Specialist Certificate. Summarized, the wording of the rule, as amended by the board, follows:

Class 7 American Indian Language and Culture Specialist

(1) Term: 5 years, renewable.

(2) Basic qualification: The office of public instruction shall issue a class 7 certificate based upon verification by the American Indian tribe, for which the language and culture certification is desired, that the individual has met tribal standards for competency and fluency as a requisite for teaching that language and culture. Candidates for class 7 certification must meet all nonacademic requirements for certification in Montana.

(3) Qualification criteria: The board will accept criteria developed by each tribe for qualifying an individual as competent to be a specialist in its language and culture. The board will accept and place this criteria on file.

(4) Renewal: Sixty units of renewal activities authorized and verified by the tribe will be required for renewal of a class 7 certificate.

(5) Responsibilities: A school district may assign an individual certified under this section to specialist services within the field of American Indian language and culture only, under such supervision as the district may deem appropriate. No additional teaching certificate or endorsement is required for duties within this prescribed field.

Assuming that the board submits its official *notice of adoptions* to the Secretary of State by the December 11, 1995, deadline, this rule will become effective on December 22, 1995. OPI certification staff will mail copies of the certificate application form to tribal chairs on that date. Applications will be accepted from that date forward in compliance with adopted rule and in keeping with normal certification procedures. ■

—Don Freshour, OPI Director of Teacher Education and Certification

What every child needs

Massive public education is planned

In January, the Montana Early Childhood Project will launch a massive public education campaign called "What Every Child Needs."

The idea behind the campaign grew out of discussions between the Child Care and Development Block Grant Task Force and the state's early care and education community. It became clear during those discussions that the public needed to learn more about the importance of children's early years to their well-being. Public, private, and non-profit organizations banded together to inform the public about what a child needs.

Resource development

Prior to the campaign kick-off, Montana's 12 Child Care Resource and Referral agencies will develop local resource listings and distribute informational materials in the counties they serve. Their participation will link the statewide publicity into ongoing local efforts.

In January, television and radio public service announcements, billboards, posters, and Darigold milk cartons will carry the message: "Put kids on hold...and they get disconnected. Find out what every child needs. Call Montana's Early Childhood Project toll-free at 800-213-6310."

Callers will receive refrigerator magnets and a brochure with five "What Every Child Needs" messages. They will also receive the name of their region's coordinator and a list of local parenting and child care resources.

Three call-in town meetings on Montana public television will round out the campaign.

Partners in this campaign are the Montana Child Care Association, the Montana Association for the Education of Young Children, the Montana Child Care Resouce and Referral Network, the Office of Public Instruction, Montana Head Start, Healthy Mothers, Healthy Babies, The Montana Coalition, Montana Council for Families, and US WEST. ■

Free satellite series available

The Office of Public Instruction has purchased statewide viewing and taping rights for the Home and School Institute's Seminars by Satellite series, *How to Build and Sustain Family/Community Involvement.*

All schools in Montana that receive satellite broadcasts can participate in these seminars, receive printed support materials, and videotape the programs free of charge. Since the normal cost is $375 per program or $950 for the series, this arrangement represents significant savings for schools.

The series focuses on specific strategies and solutions that teachers, administrators, parents, and students are using to improve the quality of instruction in local schools. The seminars will present model programs; demonstrate specific activities; and feature live, interactive discussions.

To register, contact Gwen Smith at OPI, 444-5660. Please provide the name, address, and telephone number of the person who should receive the satellite transponder information. We will send that person a set of printed support materials to duplicate for use at your site. ■

—B.J. Granbery, OPI Division of Educational Opportunity and Equity Administrator

Program titles and broadcast dates

December 12, 1995, 11:30-1:00
Compacts, Annual Plans and More...
(already broadcast)

January 9, 1996, 11:30-1:00
How-To's for Thinking and Problem Solving Together

February 13, 1996, 11:30-1:00
Sharing Responsibilities with Families for Student Achievement

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Risky business: 1995 Montana Youth Risk Behavior Survey

The Office of Public Instruction released results of the 1995 Montana Youth Risk Behavior Survey in October.

Some of the results were encouraging — some were not.

"The report shows that Montana youth have healthier behaviors than the national norm in several respects," said Superintendent Nancy Keenan in releasing the report. "In other respects, we have our work cut out for us."

The *1995 Montana Youth Risk Behavior Survey Report* details the health risk behaviors that cause

"If we can help teenagers make healthy choices now, we can avoid wasted costs and wasted health in the future."
—Nancy Keenan

the most deaths, diseases, disabilities, and social problems among Montana high school youth. These behaviors include intentional and unintentional injuries, tobacco use, alcohol and drug use, sexual behavior that results in sexually transmitted diseases and unintended pregnancies, physical inactivity, and dietary excesses and imbalances.

Less likely to fight, more likely to smoke and drink

The survey shows that Montana teens are less likely to fight than their national counterparts. They carry weapons half as often as they did in 1991.

Montana teens who smoke are waiting a year longer to start smoking than in 1991. They are less likely to be sexually active than their national counterparts. And the vast majority — over 90 percent — have been educated about the dangers of AIDS.

On the other hand, only 17 percent of Montana teens wear seatbelts every time they ride in a car. More Montana youth use tobacco and alcohol than the national average. More Montana youth said they have tried marijuana (35 percent) in 1995 than in 1993 (27 percent). And Montana youth use chewing tobacco and snuff at more than twice the national rate.

"Adolescent behaviors reflect community behaviors; they are an extension of the community," Keenan said. "That's why it is essential for communities, parents, and schools to join forces in modeling and promoting healthy behaviors for our young people."

Keenan noted that parents must be the key players in the effort to encourage healthy behaviors among Montana's young people. "Parents have the primary responsibility for their children's health," she said. "They are their children's first teachers and most important role models."

About the survey

Data contained in the report were gathered in March 1995 using a survey developed by the Centers for Disease Control and Prevention, 19 other federal agencies, and state and local departments of education. The survey, which is strictly voluntary, anonymous, and confidential, was given to 13,124 Montana students. Participating schools were given several months to notify parents about the survey in case some parents preferred not to have their children participate.

The report compares survey results to national health objectives. For example, whereas only 17 percent of Montana youth wear seatbelts all the time, the objective for the year 2000 is for all occupants to wear seatbelts 85 percent of the time.

"The national objectives are designed to help us measure our progress toward 100 percent healthy behaviors," Keenan said. "Many of the deaths, diseases, and injuries that youth experience are preventable. If we can help teenagers make healthy choices now, we can avoid wasted costs and wasted health in the future."

Survey sponsors

The Montana survey was cosponsored by the federal Centers for Disease Control and Prevention, the Office of Public Instruction, the Montana Board of Crime Control, the Department of Public Health and Human Services, the Department of Justice, the Indian Health Service, Healthy Mothers/Healthy Babies, Blue Cross Blue Shield of Montana, and Montana Communities in Action.

"Adolescent behaviors reflect community behaviors; they are an extension of the community. That's why it is essential for communities, parents, and schools to join forces in modeling and promoting healthy behaviors for our young people."
–Nancy Keenan

All superintendents and survey coordinators in participating schools have received copies of the report. Those interested in the report are encouraged to contact the school district, any of the survey cosponsors, or the public library. ■

Bridges

Can we talk to one another?

Parents and teachers struggle to find time for communication

We hear a great deal these days about the need for parental involvement and parent/school partnerships. How well is Montana doing in these areas? According to a recent survey, we have our work cut out for us.

An October 30 article in the *Bozeman Daily Chronicle* reports that Montana State University researchers sent a survey this fall to 1,000 parents, 750 teachers, and 250 school administrators from across Montana. About half of the surveys were returned. Here are some highlights:

- Parents and educators both said it was tough just getting together to talk these days. "Barriers range from parent exhaustion after work to sheer distrust between teachers and parents over who knows what's best for children," the *Chronicle* reports.

- Many parents said they didn't feel welcome talking to teachers. "The only time we ever hear from the school is when our kid is in trouble," was a common response. Parents said they want to know about problems before crises occur.

- But contacting parents isn't always easy, according to the educators. Parents with multiple jobs are especially difficult to contact. And some parents are downright hostile toward educators, making communication extra difficult.

- Many parents are so busy surviving, they don't have time for school involvement. Educators, too, have more demands on their time than ever and often don't have time to engage parents.

- When communication does occur, parents want it in clear language, not jargon-laden "edu-speak."

- Teachers aren't getting much training in effective parent-teacher relations.

Recommendations

The MSU study, "Parent Involvement in Montana Public Schools," also recommends some solutions to these problems.

For example, researchers suggest that some of the old traditional ways of involving parents don't work in a society where two-parent families usually mean two-job households. The number of daytime volunteers has shrunk. Schools need to find ways of involving parents after work hours, and they should invite retirees or people with flexible schedules to be the in-class volunteers.

The study also suggests making space in school for parents to feel welcome, such as visitor parking spaces and a library of materials on parenting.

Schools can't do it alone — parents, too, must take responsibility for good communication and involvement with their children's schools.

It's not just a good idea—our survival is at stake

The MSU survey is not scientific because respondents were self-selecting instead of random (the only opinions recorded were from those who returned their surveys).

Nevertheless, the survey offers valid information. There is no question that we need to find creative ways of engaging all kinds of adults — not just parents — in our public schools.

We also need to do a better job of communicating with all community members — not just parents — in clear language.

Not only is it good for kids; in a time when criticism of public schools has reached a fevered pitch, we need to gain the support of all Montanans if public schools are to survive.

Many Montana schools are making heroic efforts in these areas. Watch this column for stories of what some schools are doing, plus other tips on parental involvement, communication, and other school-community relations issues. ■

—Sanna Porte Kiesling
OPI Director of Communications

Technology opens up a world of opportunity...

METNET takes a trip to Argentina

Instead of going holiday shopping after Thanksgiving this year, Ralph Rogers, a biology teacher in Winifred, flew off for a month-long adventure in southern Argentina.

Between November 25 and December 22, he will travel from Argentina's capital city to the Straights of Magellan with staff from the Museum of Natural History in Buenos Aires. Best of all, students in Montana can share his experiences via the Montana Educational Technology Network (METNET).

RALPH ROGERS

An adult peregrine falcon in Argentina

Rogers' itinerary

First, Rogers flies from Buenos Aires to Iguasu Falls, in the state of Missiones. This, Rogers said in an interview before he left, is a tropical area where the airport is carved out of the jungle. In fact, the last time Rogers' host biologist was there, he photographed a jaguar chasing a tapir across the runway.

From there, Rogers will follow the Parana river back to Buenos Aires and then head south along the coast to the Straights of Magellan.

Rogers described his trip as "centering on birds — all birds, but especially raptorial birds and most especially the peregrine falcon." In the south of Argentina, biologists have recently discovered white peregrines, and Rogers' group will be climbing into the eyries to band, count, and photograph the young and adults.

According to Rogers, the land in southern Argentina is tundra-grassland with large lagoons and bays where orca whales feed on seals that have landed to pup. Condors from the Andes and resident populations of penguins can also be seen. The land is mostly uninhabited, but there are some large ranches and small towns connected by steam-engine trains and gravel roads.

RALPH ROGERS

RAn adult gyr falcon

Students can share the adventure

Rogers' trip provides Montana students the chance to get a taste of a sparsely inhabited region in Argentina, and to learn about raptorial birds. He has taken along an OPI laptop computer and digital camera so he can share his trip with Montana students and teachers on METNET. His messages and pictures can be found in the folder *White Falcon Project*, which is located on the desktop when students log onto the network.The folder will remain on METNET for the remainder of the school year.

As *Montana Schools* goes to press, Rogers had sent back some pictures from Buenos Aires, including the two accompanying this article. Since he has left the more populated areas, however, he has had difficulty transmitting his comments and photographs. Rogers continues to work, write, and take pictures. When he is able, he will upload them onto METNET.

Rogers would welcome students' questions and comments. ■

TCI offers rural schools free satellite service

Primestar is a satellite education and entertainment service delivered to a dish about the size of an open umbrella. Rural schools in a non-serviceable TCI cable area can now access this service free of charge.

Through a new program, TCI will provide eligible schools with free programming and installation. In addition, resource people are available to help schools get the most out of the service's programming. One such resource is Jack Hane, former principal at Potomac, Montana.

Programs available to schools

Primestar's educational package includes such programming as the Arts and Entertainment Network, CNN, C-Span, ESPN, the Discovery and Learning channels, Public Broadcasting system, and more.

Primestar also carries Ingenius, a program that offers students the opportunity to look at the world through current events. Ingenius hooks up to a school's computer. Software for either Macintosh or IBM is available.

Contact Jerry Anderson, TCI Primestar coordinator, 449-8980 for more information. For installation call 800-TCI-1984. Contact Jack Hane at 224-5665 and Ingenius at 800-7PC-NEWS. ■

National Teachers Enhancement Network lets teachers

Learn on-line

Interest in the Internet and telecommunications technologies among educators and students has never been greater. Unfortunately, most newcomers agree that, once "connected," the Internet often seems a lonely and forbidding place. It is often difficult for educators to find things that are truly useful and appropriate for their students. It is even more difficult for teachers to locate on-line resources that can enhance their teaching abilities or strengthen their professional credentials.

More than three years ago, faculty and staff at Montana State University-Bozeman (MSU) recognized the need to develop and deliver timely, useful educational resources for K-12 teachers. With the help of a grant from the National Science Foundation and the input and assistance of teachers around the state and country, the National Teachers Enhancement Network (NTEN) was born.

The NTEN offers innovative on-line classes for mathematics and science educators. Teachers can use any computer system with a modem or Internet connection to contact computers at MSU. Once connected, NTEN students use conferencing, e-mail and file transfer software to communicate with their instructors and fellow students, submit assignments, engage in class discussions, and receive feedback on their work.

Those users accessing NTEN via a modem dial a toll-free number established for their class. There are no set daily or weekly meeting times for an NTEN class and no travel to a campus is ever required—students log in and participate *only* when it is convenient for them. NTEN classrooms exist exclusively in the living rooms, offices, basements, and school computer labs of NTEN students!

"It is not uncommon to find teachers from Belgium, Japan, Montana, Massachusetts, Hawaii and Texas all enrolled in the same course and exchanging ideas and discoveries on-line."

Educators from across the United States and around the world have participated in NTEN courses such as *General Relativity*, *Water Quality*, and *Precalculus*. It is not uncommon to find teachers from Belgium, Japan, Montana, Massachusetts, Hawaii and Texas all enrolled in the same course and exchanging ideas and discoveries on-line. Many establish professional relationships and continue to communicate with one another long after the course has ended.

Several NTEN faculty members conduct courses from outside Montana. Edwin Taylor, a research professor of physics at the Massachusetts Institute of Technology, is one such example. He connects to NTEN's computer conferencing system through the Internet and conducts his entire class from his home near Boston.

Currently, NTEN is offering several courses designed specifically for middle school and high school teachers. Additional courses are developed each semester.

Find out how you can access and use this new learning medium to enrich your teaching. Meet fellow teachers who share your interests; forge new professional relationships; enhance your subject-matter knowledge; improve your teaching skills, and earn graduate academic credit from MSU.

To learn more, call a NTEN systems operator, 994-6550. ■

—Dr. Christian Vogeli
MSU-Bozeman Professor
uxscv@gemini.oscs.montana.edu

Open a new chapter in February

Celebrate "I Love to Read" month

February is "I Love to Read" month in Montana, and now is the time to start planning your school's celebration.

Sometimes we are so focused on teaching reading skills that we forget students also need time to apply those skills. "I Love to Read" month provides a chance to change that. It gives us a chance to plan special activities during February to celebrate reading and think of ways to recognize students who read books and parents who promote reading at home.

To make the month truly special, include your entire community. Write letters to your local officials requesting a proclamation of "I Love to Read." Try to get radio or television news coverage of various activities connected to your campaign. Involve your local libraries.

Better yet, use your "I Love to Read" program in February as a starting point to encourage student reading all year long. Arrange regular times when students can read what they want to read — such opportunities help them discover that reading is a fun way to develop speaking, listening, and writing skills.

Ideas from other schools

Last year, principal Mike Fleming challenged students at Plains Elementary to read, or have read to them, 100,000 pages during February. This was an average of 300 pages per student. The students reached their goal. The K-2 students had a popcorn and movie party to celebrate, while the students in grades 3-6 had a bowling party.

At Gallatin Gateway, teachers Becca Martin and Wendy Catigani organized a "Pig Out On Reading" week. During that week, students spoke Pig Latin, wrote piggy tales, ate pigghetti using curly pasta, used "oink" to discuss onomatopoeia, and performed the *Big Bad Wolf vs. Curly Pig* play from OPI's Law-Related Education program. The grand finale was a day-long read-in at which students "pigged-out" on nutritious nibbles while parents read to them.

A day of reading

As everyone at Gallatin Gateway School discovered, it only takes a little creativity, time, and effort for a school to create an atmosphere where students want to read. One suggestion, which requires minimal planning, is an all-school "Day of Reading." Check the sidebar on this page for some all-school activities that can generate student excitement that carries over into the classroom.

Please send the ways your school celebrates "I Love to Read" month to June Atkins, OPI, P.O. Box 202501, Helena, MT 59620-2501; 444-3664. We'll include your ideas in future issues of *Montana Schools*. ■

—June Atkins, OPI Professional Development Specialist

Shape your future: read!

The Center of the Book's theme for its 1995-96 reading promotion is "Shape your future: read." A division of the U.S. Library of Congress, the Center of the Book offers these tips to help promote reading:

- ✔ Sponsor career workshops.
- ✔ Encourage personal recommendations of books worth reading.
- ✔ Publicize and distribute lists of recommended books for readers of all ages.
- ✔ Invite local authors and well-known personalities to speak about how reading has shaped their futures.
- ✔ Sponsor writing contests--for poems, stories, or descriptions of favorite books.
- ✔ Use local newspapers to encourage reading and discussion of interesting topics.

All-School Reading Activities

Partner reading
Ask classes of similar size to meet together. Pair older and younger students and have them read to one another. Non-readers can be read to the entire time. Suggested time: 30 minutes.

Teachers read aloud
Each faculty member picks a story to read aloud. Students meet in the gym and the readers quickly summarize their stories. Students select the story they want to hear and exit with the reader. Suggested time: 30-35 minutes.

Favorite book survey
Before the day-of-reading, each class selects its favorite three books. Announce the results of the survey at the end of the day.

DEAR
DEAR stands for "drop everything and read." Have everyone in the school — students, teachers, cooks, custodians — drop everything and spend 15-20 minutes reading.

Book fair
A reading day is a great chance to have a book fair or swap. Students can get a taste of different books and pick out a few new ones to read.

Have students come to school after supper in their pajamas. There they can have milk and cookies and hear storytellers or parents tell their favorite bedtime stories. Campfire stories are told outdoors around a campfire. Students come with their parents to hear stories, sing songs, and eat roasted marshmallows.

Kick off a reading promotion
Start an all-school reading motivation and recognition program. Below are two examples, but the possibilities are unlimited. These ideas center around the gym so students can easily keep tabs on their school's progress.

- *Kite Flight of Good Books*— Hang a seven-foot-tall kite with a long yarn tail from the ceiling. As students read books, attach paper bowties with the name of the reader, book, and the author, to the tail at one-foot intervals. As it grows, string the tail through the halls.
- *Snoopy's Run*—Snoopy leaves a trail of footprints as he runs around the gym walls. Each footprint has the book title, author, and reader's name on it.

Kudos

Leonard Lombardi

Leonard Lombardi, who has been the state agriculture education specialist at OPI for 20 years, has been honored with one of the nation's top awards for agriculture education.

"Leonard has applied the principles of hard work to agriculture education throughout his life. Montana will feel the ripple effects of his dedication to students for many decades to come."
—Nancy Keenan

Lombardi recently received the Russell L. Quin Outstanding Member Award from the National Association of State Supervisors of Agriculture Education (NASAE). The award is presented annually to a NASAE member and based on commitment, service, professionalism, and dedication to agricultural education.

Lombardi was nominated unanimously for the award by his colleagues in NASAE's western region. He received the award at the Association's annual meeting this November.

Lombardi also recently received the Distinguished Service Award presented by the Montana Vocational Association in 1995.

Beverly Chin

University of Montana English professor **Beverly Chin** became president of the National Council of Teachers of English (NCTE) in November. Chin is the director of the Montana Writing Project and co-director of the UM's English Teacher Preparation Program.

Formerly a high school English teacher and adult education reading teacher, Chin is dedicated to helping teachers to make the most of their time in the classroom. She values education and literacy and has worked to further the cause of both.

NCTE is the only nationwide professional organization of English and language arts teachers. It attempts to make the teaching of English and language arts more rewarding and effective. Chin will serve as NCTE president until November 1996, and past president until November 1997.

Rhoades-Nicholls

Sarah Rhoades-Nicholls

Sarah Rhoades-Nicholls of Cascade was named the winner in the national Future Farmers of America Agriscience Student Recognition Program at the National FFA Convention in November.

The honor came from research she did two years ago at Montana State University while on a fellowship from the American Cancer Society.

(Continued on page 12)

Montana City students resolve their own problems

Third graders Alyssa Tallent and Joey Lewis are on duty. Before they go outside to lunch recess, they put bright orange vests on over their coats and grab clipboards and pencils. During recess, they'll be ready to help their classmates resolve arguments that might develop.

Alyssa and Joey are two of the 40 student conflict managers at Montana City Elementary School. Nominated last spring by teachers and classmates, these third- through fifth-grade students receive special training in communication, mediation, and problem solving.

They learn to resolve non-physical conflicts by asking the arguing students to listen to one another, define their problem, and find a mutually agreeable solution. Then they put that knowledge to use on the playground, in their classrooms, and in their own lives.

Some of the third-grade conflict managers at Montana City School

Worth the extra effort

In its second year, the conflict manager program has the strong support of faculty and staff at Montana City School. Principal Dianne Delaney says the program requires commitment and a lot of time but is well worth the extra effort. The skills students learn not only make the school more peaceful, she notes, but those lessons will serve them well in the future.

Playground supervisor Sharon Sargeson agrees. The program "helps students develop responsibility," she says. "It gives them a chance to solve their problems with people in their own age groups; they're not always running to adults."

Sargeson reinforces that chance by sending kids who are arguing to the conflict managers on duty. Principal Delaney also encourages teachers to use the conflict managers to help settle disputes in class.

Making a difference

Alyssa, Joey, and other third-grade conflict managers don't have too many chances to practice their skills out on the playground. Most of the kids, they say, either stop arguing when they come near or don't really want to solve their argument. "Because," Joey explains, "then they have to admit that they are at least partly wrong."

The conflict managers, however, remain enthused and prepared to solve any disagreement that might arise. Delaney and her staff take care to reinforce constantly the importance of their position and their skills. She and the other faculty advisors have regular meetings with the conflict managers to discuss the program, any "business" they have had, to hear their "concerns and joys," and to provide encouragement.

Sargeson says the program has reduced the amount of conflict on the playground. But the true benefit, she believes, is that "the program makes a difference in the way students act toward one another." She can already see a change after only two years. "What will it be like in 10?" she wonders. ■

Character education

(Continued from page 1)

Keenan said. "They are intensely concerned about character and violence. They want to discuss these issues."

Along with giving students a forum to talk with each other, the council will also give adults a chance to listen to what students have to say.

"Among other things, we will be asking these students to help us find ways of reaching other students with messages that will promote good character and prevent violence, discipline problems, and substance abuse," Keenan said.

The partnership between OPI and the Montana Congress of Parents, Teachers, and Students is just the beginning, according to Keenan and Curtiss.

The goal is to have all Montanans — business leaders, communities, senior citizens, civic groups, and other concerned citizens — join in this effort. ■

Field Notes

Landusky holds Montana history fair

If you ask students from Texas where they're from, they'll tell you at length, with pride, of their state heritage. Santa Ana raised a ruckus at the Alamo in 1836, at war with a generation of Texans that had already accomplished many of the things Montanans were working on in 1936.

Montana also has a history, but we are in danger of losing its parts. Until now, we have been able to maintain our history in conversation, first or second hand, with those who actually lived it. Today's elementary school students, however, are a fourth or fifth generation removed from those times. As the pioneers begin to fade away, our access to Montana's heritage is getting slimmer.

Landusky School in Phillips County has made an attempt to rectify this situation. In an effort to acquaint Phillips County students with their heritage, the school sponsored a Montana History Fair on October 11, 1995. Elementary students from Dodson, Tallow Creek, Loring Colony, Zortman, and Landusky filled Landusky School with historical exhibits dealing with Montana's past. The exhibit topics ranged from the state flag to steamboats, Indian themes, and agricultural themes to the history of Phillips County.

GARY BADEN

Students wait by their exhibits

A county superintendent from Lewistown, a homemaker from Zortman, and a teacher from Roy conducted the judging and exhibitor interviews. They combined their backgrounds to make the process both a learning experience and a teaching conversation for the students presenting exhibits.

Afterward, the school treated those who participated in the fair and those who came to see the exhibits to a potluck lunch. At the lunch, the students were exposed to a different set of adults interested in their projects. Many people who viewed the fair were grandparents of the student exhibitors. As part of the disappearing generation, they enjoyed unique conversations with the exhibitors, who listened and learned, from those with firsthand experience, many more aspects of Montana's history. The age differences only made the history more real for all who attended the fair.

Proposed by Gerry Williams, Landusky school board chairman, and organized by teacher Raelene Punke and board member Darlene Koczak, the Landusky Montana History Fair will be an annual event as long as interest remains keen. The organizers were pleased with the fair's debut and indicate that there will be room for more exhibitors in the new multipurpose building next year. If the exhibits take up all of the room indoors, the picnic can be moved outside.

Montana history is a catch-as-catch-can subject in Montana schools. The Montana History Fair will contribute to making state history an important subject—at least as important in Montana as state history is in Texas. ■

—Gary Baden
Phillips County Superintendent of Schools

For more information on this or next year's fair, contact the Landusky School, HC 63 Box 5140, Dodson, MT 59524, (673-3238).

"Field Notes" is a forum for Montana educators, students, parents, and others involved in education. Views presented in Field Notes do not necessarily represent views of the Office of Public Instruction.

This issue's Field Notes come from Landusky.

CSPD regional councils report in

In northwest Montana, a group of active school administrators, special education teachers and assistants, professors, parents, and family members travel to Polson four times a year. They meet to discuss and plan ways to enhance the skills and abilities of school personnel who help educate children and youth with disabilities.

This group is one of the five regional councils that form the backbone of Montana's Comprehensive System of Personnel Development (CSPD). Mandated by the federal Individuals with Disabilities Education Act, the CSPD system seeks to develop and coordinate training, resources, and technical assistance for people involved in education in Montana. The goal: to aid people in their efforts to create sound educational opportunities for children and youth with disabilities.

In Montana, the CSPD system works through a process of planning, communication, and coordination. State and regional participants meet to discuss and develop ways to work toward their goal. The resulting programs and projects impact all educators as well as parents, outside agencies, and the children and youth they serve.

This year, regional CSPD leaders will use *Montana Schools* to inform the education community about regional and statewide CSPD activities and programs. (See the article on this page about Montana's special education emergency certification.) Following are short reports from the chairs of CSPD Region V and Region II. ■

Mike Jakupcak, UM School of Ed., contributed to this article along with the two regional chairs. For more information about CSPD, contact Susan Bailey at OPI (444-2046).

Region V — Chair Chris Bilant

For the past two years, the Northwest Regional CSPD Council has worked to improve the range and quality of training in its region. As a result of those efforts, many schools in the region now coordinate their inservice and PIR days to maximize teacher access. This past summer, the council sponsored a week-long training on strategic learning strategies for educators in the region.

The council continues to focus its time, energy, and effort on three areas:

- Providing further training and inter-district exchanges for paraeducators and their supervising teachers;
- Coordinating Montana Behavior Initiative and CSPD efforts for students who are emotionally at-risk; and
- Dealing with the issues surrounding the integration of students with disabilities into classrooms.

The council is sponsoring the following staff development opportunities:

- Strategic Tutoring Conference in Polson on February 6, 1996. CSPD money will be available for school districts sending teams of paraeducators and supervision teachers. For more conference information, contact Chris Bilant (758-5717).
- A Request for Proposals. School districts throughout the region are invited to submit RFPs for inservice on emotionally at-risk children and youth. CSPD will award two grants for up to $1,500 each. The training will also be open to districts throughout the region. For more information, contact Nikki Sandve (777-2494).
- Teacher Exchanges. The CSPD council will provide stipends to pay substitutes for teachers who wish to participate in teacher exchanges. For more information, contact Pat Lee (756-5016). ■

Region II — Chair Bill Johnson

At its September meeting in Three Forks, the Southwest Regional CSPD Council welcomed several new stakeholders, reviewed the region's strategic plan, and discussed financial priorities. The council decided to focus on four issues during the 1995-96 school year:

- Starting a dialogue with universities and colleges in the region. This would open the door for the council to research how preservice training could be modified to better fit professional recommendations.
- Holding a one-day conference to present the strategic tutoring model developed by the University of Kansas (UK). UK has already been contacted and the council is working with the Mountain Plains Regional Resource Center to present the model in all five of Montana's CSPD regions.
- Developing a directory of transition resources. Council members would like to compile a directory of regional resources to help teachers in the transition process.
- Increasing visits to model sites. The council considered ways it could help increase visits to model sites in the region. The approaches discussed included assisting those sites in preparing for districts' visits; using CSPD funds to help visiting districts; and providing stipends for model site representatives to hold workshops at universities or interested school districts in the region. ■

Emergency certification program comes to the aid of rural schools

Recruitment and retention of special education teachers in rural schools pose perennial problems, according to information the National Rural Project gathered in the early 1980s.

In Montana, an acute shortage of special education teachers occurred during the 1986-87 school year. In response, the Office of Public Instruction piloted an emergency endorsement program in 1987-88. Since then, OPI's pilot project has grown and continues to help rural schools meet their need for special education teachers.

The special education emergency certification (SEEC) program is one of many projects coordinated by the state's Comprehensive System of Personnel Development Council (CSPD). To qualify, teachers must be certified to teach in Montana but teaching special education without an endorsement because their school cannot hire a fully qualified teacher.

Applicants agree to complete their training within two years of enrolling in the program and apply to a Montana college or university that offers a special education endorsement. Applicants interview with a CSPD member and faculty person at the university or college. The faculty person serves as the applicant's advisor and together they develop a plan of study that they submit to OPI.

Because the applicants will be teaching special education without being fully certified, they must also have an on-site mentor at their school. The mentor agrees to attend a two-day supervisory workshop in June on the MSU-Billings campus and follow-up days in the fall and spring. Mentors support, advise, and guide applicants during their two-year training period. While they do not supervise their applicants, mentors work closely with them and keep a detailed log of the applicants' work, which the mentors then submit to CSPD program supervisors.

Program evaluation

In 1993-94, during the fifth year of the project, CSPD commissioned an evaluation of the SEEC program. The results showed that the program was successful. At that time, 63 teachers had already participated in the program. More than half of the program participants had completed their training and were teaching special education in the districts where they were originally hired. Only seven students withdrew from the program, and only one participant failed. The number of program participants varies from year to year. Currently, there are 22 people actively enrolled.

Program evaluators interviewed three program "graduates" and two administrators who had knowledge of the program. The administrators were positive about the program, saw a continuing need, and felt that a similar initiative would be beneficial in other specialized teaching areas.

The program graduates were satisfied with their training. They found it beneficial to have the opportunity to enroll in course work, while simultaneously gaining on-the-job training. Through the SEEC program, all three secured teaching positions in or near their home communities and received the continuing education they needed. One participant described the special education emergency certification program as an "answer to prayer." ■

—Mary Susan Fishbaugh, Ed.D.
Director of Professional Practices, MSU-Billings

If you would like information about the program and stipends available, contact Susan Bailey, CSPD Coordinator at OPI (444-2046).

"Dispatches" are updates by Office of Public Instruction staff. Staff members may be reached at the phone numbers listed or by writing them at the Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501.

Division of Academic and Professional Services
Linda Peterson, Administrator

Professional Development
June Atkins, Specialist
444-3664

Teacher book clubs hold promise

Are you looking for something new to do for professional development at your school? Something that your colleagues will enjoy and take an active role in? Starting a teachers book club may just fit the bill.

When members read and discuss research findings, books, and articles, teacher book clubs can be an effective tool in school improvement. Book clubs provide an intellectual, social forum where people can share ideas, thoughts, feelings, and reactions to a piece of literature or research.

Provide professional development

Using a teacher book club as a professional development strategy can bring us together to solve problems. Mutual problem solving around instructional improvement issues helps construct practical knowledge. Staff members who want to investigate questions about teaching and learning can share their information and knowledge by reviewing and discussing research. Staff members can explore questions about their teaching practices, test their assumptions, evaluate the results, and bring about change. Book clubs can turn schools into learning communities for faculty members as well as students.

Reap positive results

Exchanges about literature and research create an environment that welcomes participation and the sharing of diverse points of view. As one social studies teacher said about his interaction with colleagues: "[Before this]...at my school, when we did talk, we were so angry and worn out that all we did was complain or talk shop. [Then we had a book club and things changed.] I really enjoyed this." (Rabinovits, 1992)

A friend of mine from Delaware described how their staff planned an all-school theme for the year. The theme came directly from the staff's discussion in a teacher book club. Through collaboration and a decision-making process, we can build successful professional development programs.

If your school has a teacher book club or you are interested in establishing one, please contact me.

Curriculum and Assessment
Jan Hahn, Specialist
444-3714

Curriculum innovation

The *Framework for Aesthetic Literacy* represents one of the most exciting curriculum innovations developed within the last several years. The three-column design of the curriculum cycles can be applied in any subject area and is particularly useful for the development of interdisciplinary curriculum. This design is cropping up in a variety of places, including the universities.

Judge for yourself

Seeing the *Framework* in action may be the best way to evaluate the curriculum. The model schools of aesthetic literacy—Arlee K-12, Bigfork Elementary, Billings Central High School, Highwood K-8, and C.S. Porter Middle School—are open to visitors during this school year. Teachers and administrators at these schools will be offering "aesthetic encounters" to their students this year — leading them through inquiries, projects, and thematic units and showcasing student performances and productions.

If you are unable to see one of these model schools in action, perhaps you can visit a "project school" — Castle Rock Middle School, DeSmet School, Lewis and Clark School in Missoula, and Hawthorne School or Bridger Alternative High School in Bozeman — during one of their aesthetic literacy units.

Ambassadors for aesthetic literacy are also available all year to give workshops at no cost to your school. Please call me for more information.

Upcoming conference

As a part of the *Framework's* federal grant, we proposed a conference during the spring of 1996 as a way of "institutionalizing" the *Framework* and showcasing the programs developed by the schools of aesthetic literacy. That conference, *Genesis: Breathing Life into Learning through the Arts*, will take place in Missoula June 19-21, 1996. The conference will be a collaborative effort between the University of Montana's Creative Pulse, the Montana Arts Council, and the Montana Alliance for Arts Education. This collaboration will broaden the impact of the *Framework* and provide a professional development opportunity for teachers interested in integrating English and the arts.

Not only will this conference feature Howard Gardner, author of *Frames of Mind: A Theory of Multiple Intelligence*, but other leaders in the arts and learning theory will also be present. Mihaly Csikszentmihalyi, author of *Flow: The Psychology of Optimal Experience*, will join Gardner in a panel discussion on creativity. David O'Fallon, executive director of the Minnesota Center for Arts Education and former director of the NEA Arts in Education Program, will open and close the conference. Mary Clearman Blew, author of *All But the Waltz* and *Balsam Root*, will be a featured luncheon speaker.

Framework representatives will provide about 20 workshops. Each of the model and project schools will present a 90-minute session demonstrating these schools' implementation of the *Framework*. These sessions will allow participating schools to display student performances or productions; show how they involved their communities and used technology; or highlight *Framework* aspects which they found most interesting and inspiring in their school. The workshops on the curriculum cycles that were part of the *Institute for Aesthetic Literacy* in January 1994 will also be offered.

Conference cost is $110, which includes three luncheons. One graduate credit will be offered. Dormitory housing, at $15 per night, is available. Please call 243-4970 for registration forms.

Assessment

Schools in Montana may be entering the performance assessment arena through their Title 1 programs, through the new performance-based accreditation option, or through other programs related to both K-12 and university reforms. Performance assessment goes directly to the heart of the questions: *What should students know and be able to do as a result of their school experiences?* and *Just how well must they do and know those concepts?* Assessment ties directly to standards, yet the concept of standards is fuzzy for many people. I like the definitions printed in a publication called *Promises to Keep: Creating High Standards for American Students* (1993). Those definitions follow:

- *Content standards* specify what students should know and be able to do. In shorthand, they involve the knowledge and skills essential to a discipline.... Those skills include the ways of thinking, working, communicating, reasoning, and investigating that characterize each discipline. That knowledge includes the most important and enduring ideas, concepts, issues, dilemmas, and information of the discipline. Content standards are not merely lists of facts. The National Council for Education Standards and Testing (NCEST) defined [them] in this way: "Content standards should set out the knowledge, skills, and other understandings that schools should teach in order for American students to attain high levels of competency in the subject matter." (p. 9)
- *Performance standards* specify "how good is good enough." In shorthand, they indicate how adept or competent a student demonstration must be to indicate attainment of the content standards. They involve judgments of what distinguishes...adequate from ... outstanding.... The [NCEST] defined [them] in this way: "Student performance standards should establish the degree or quality of student performance in the challenging subject matter set out in the content standards." Performance standards are not the skills and modes of reasoning referred to in the content standards. Rather, they indicate...the nature of the evidence...required to demonstrate that content standards have been met and to determine the quality of student performance that will be deemed acceptable.... (p. 22)

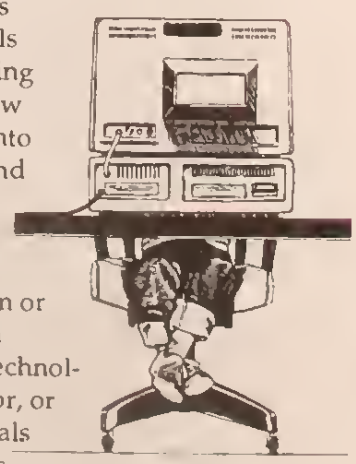
Promises to Keep does not define "delivery" or "opportunity to learn" standards. However, if a school is engaged in program assessment, these are also vital to the evaluation. Most of the standards found in the Montana School Accreditation Standards can be classified as delivery standards. They describe the environments that schools should provide for teachers and students in order to give them the atmosphere and resources necessary for positive learning experiences.

If you would like to learn more about standards and assessment or receive copies of the assessment guides available from OPI, please call me.

Educational Technology
Michael Hall, Specialist
444-4422

Instructional technology

Changes in technology are transforming education in Montana. As a result, we need to look broadly at its use in our schools. Computers, video recorders, CD ROM, laser disks, satellite downlinks, and the Internet are just some of technological resources allowing teachers and students to access new tools that make improved teaching and learning possible. These new tools not only complement traditional processes of education, they also link teachers and students to libraries and information resources around the world.



I would like to contact schools and individuals who are working to integrate new technologies into the teaching and learning in their districts. If you have a model program or curriculum, an instructional technology coordinator, or other individuals working in this area, please contact me or Janet

Dispatches

Andrew at OPI, 444-1951.

Instructional technology training

Do you want to:

- Learn how to integrate technology into your curriculum?
- See creative, successful uses of educational technology?
- Discover what is already available and what to look for in the future?
- Explore funding sources for educational technology?

Then you will want to tune into two satellite teleconferences being offered by the PBS Adult Learning Satellite Service. The two telecasts will be broadcast in late January and early February 1996. If there is enough interest, I hope to make the telecasts available at one or two sites in Montana for only a small registration fee. Without any coordination, registration for local districts could cost $675. If you want further details on the conference, contact me.

Math and Science
Diana Oldham, Specialist
444-4436

MMASS state planning

The Montana Council of Teachers of Mathematics (MCTM) and Montana Science Teachers Association (MSTA) have formed the Montana Mathematics and Science Society (MMASS), a joint mathematics and science education organization. Currently, MMASS is developing a systemic state plan for the continued improvement of mathematics and science education in Montana. This planning process includes coordination with various education projects for example, SIMMS, STEP, and AIRO; the Office of Public Instruction, the Commissioner of Higher Education; our business partners for example Montana Power Company; Senator Mignon Waterman, and others.

Work on the document detailing this plan is ongoing. If you would like to review and comment on the draft document, please contact me. I am the National Science Foundation on-site coordinator. If you reach my voice mail, please request a copy of the current draft of the systemic state plan and leave your name and fax number or address.

Focus groups meet

Concurrent to the planning process, the MMASS has formed five focus groups. These groups are meeting to discuss specific aspects of an National Science Foundation grant proposal. The task is to obtain funding to implement some aspects of the systemic state plan. These focus groups will report to the MMASS board of directors at a compressed video meeting in January. The focus groups will present the information they gather, their ideas, and recommendations to a small writing team. Afterwards, the writing team will use that information to develop a grant proposal which will be submitted to the NSF.

National Diffusion Network
Patricia B. Johnson, Specialist
444-2736

Educational programs that work! National Diffusion Network (NDN) programs are research-based, proven, cost-effective and transferrable.

Newest NDN trainers

After several years of preparation, two Havre teachers, Leah Byars and Sandy Staudinger, became certified trainers in *Talents Unlimited* this past summer.

NDN programs popular

The following programs have been generating a great deal of interest in Montana:

- *Image-Making in the Writing Process, grades 1-5:* Unleash the imaginations of young authors/illustrators! This innovative arts-based literacy program improves children's writing through the interweaving of word and picture images. It provides alternative pathways into story-making for children.
- *Jeffco Life Science, grades 6-8:* This is a yearlong life science program that meets the needs of middle-level learners. The program uses the learning cycle and guided inquiry to teach concepts of relevance to young teens.
- *Critical Analysis and Thinking Skills (CATS), grades 9-12:* The CATS program uses a six-step procedure to teach students how to systematically apply critical thinking skills to issues and problems in order to make more rational and informed decisions.
- *Life Unworthy of Life: Teaching the Holocaust, grades 9-12:* This program uses a flexible, self-contained, innovative curriculum to engage, challenge, and guide high school students through the historical and ethical issues surrounding the Holocaust. Issues pertaining to prejudice, racism, and democratic values are examined.
- *CLIMB Plus, the Read/Think/Write Connection, grades K-12:* CLIMB Plus integrates reading, thinking, and writing across the curriculum.

Curriculum directories

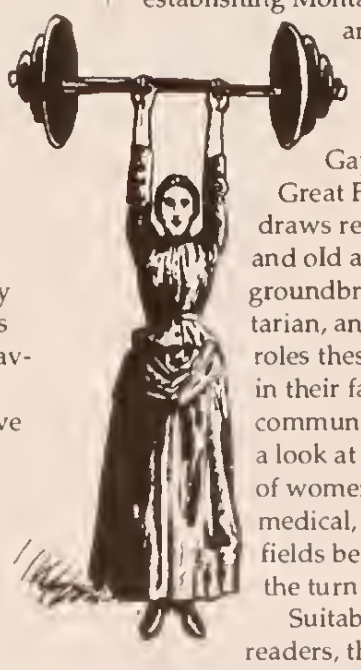
One copy of the directory of NDN programs is available for the person responsible for curriculum in each school district. For a directory or information on training in NDN programs, call me.

Social Studies
Janet Andrew
444-1951

Two new books to check out

Jeannette Rankin, Bright Star in the Big Sky reveals to young readers aged nine and older the life of the first woman ever elected to the United States Congress. Written by Mary Barmeyer O'Brien from Missoula, this book chronicles Jeannette Rankin's younger years as a rancher's daughter in Montana and her remarkable accomplishments as an adult. Lynn Tennefoss, director of the Jeannette Rankin Peace Resource Center in Missoula, said, "*Bright Star* is a clear portrayal of one of America's most significant women and of the times in which she lived. This book is a splendid tool for teaching the younger generation about Jeannette Rankin's work for peace, suffrage, and the rights of women and children."

More than Petticoats: Remarkable Montana Women profiles the lives of 14 women who played vital roles in establishing Montana both as a state and as an inviting place for pioneers to put down roots. Written by Gayle Shirley from Great Falls, the book draws readers — young and old alike — into the groundbreaking, humanitarian, and often thrilling roles these women played in their families and communities. It also offers a look at the general status of women in the legal, medical, and religious fields before and around the turn of this century.



Suitable for younger readers, these books are published by TwoDot Books and can be obtained from Falcon Press, 800-582-2655, or from your local bookstore.

Ringing in the new year

Marlene Phillips-Daniels, a fourth-grade teacher at Belgrade Intermediate School in Belgrade, is the sixth recipient of the Montana Statehood Centennial Bell Award. She and her class rang in Montana's 107th year of statehood on November 8, 1995, at 10 a.m. in the State Capitol in Helena.

In their Montana history classes, Phillips-Daniels' students have experienced a wide range of activities. They have taken field trips to the Museum of the Rockies; researched a Native American Plains Indian tribe that used this part of the world; and looked at mining and agriculture in Montana's past, present, and future.

The Bell Award is given to a teacher who has taught Montana history in grades 4-8 in the past academic year and who has presented Montana history in a creative manner geared toward student participation.

For further information, contact Norma Ashby, Montana Statehood Centennial Bell Award coordinator, 453-7078.

Title VI
Kathy Mollohan, Specialist
444-4317

The future is uncertain

Although it is some comfort to remember that the president was unsuccessful in his attempt to eliminate Chapter 2, the future of Title VI — formerly Chapter 2 — is uncertain. As members of the United States Congress debate the spending bill for next year's education programs, they will be deciding between two basic proposals: the House of Representative's, which would create a $500 million school improvement block grant, and the Senate's, which would divide the money between Title VI and the Eisenhower Professional Development program. In either case, Title VI funds will be reduced.

An update from Montana

As a school improvement program, Title VI has essentially one purpose — to fund programs and activities that help schools implement their locally developed education plans. This year's Title VI applications reflect this purpose and show that Montana school districts intend to use this program to reach the educational goals established in their communities.

A new federal approach

Title VI was reauthorized by the new *Improving America's Schools Act* (IASA) and plays a key role in fulfilling the overall purposes of IASA. As defined by Congress, the federal role in education is to help all students achieve challenging standards. Although every IASA title has its own legal requirements, the United States Department of Education (USDOE) appears to be looking for ways to eliminate some of the micromanagement and oversight at the federal level.

Consolidated plans

One of USDOE's approaches is to view all IASA programs as interrelated, working toward one end. Thus, OPI — along with the state education agencies in most other states — is hard at work on a consolidated plan to provide comprehensive, coordinated services to schools. In Montana, this includes working with school districts to develop a format for consolidated local plans. This, in turn, has the potential to streamline procedures and paperwork and make it possible to combine federal programs to meet local school districts' real needs.

Division of Health Enhancement and Safety
Spencer Sartorius, Administrator

Health Enhancement
Laurie Kops, Health Education Specialist
444-3178

MSBA and OPI teleconference

In a joint effort, the Montana School Boards Association (MSBA) and OPI will provide a workshop via teleconference for school administrators and board trustees The workshop's subject is model policy and procedures for communicable diseases, including HIV and Hepatitis B. There are eight possible

sites: Billings, Butte, Great Falls, Havre, Helena, Kalispell, Miles City, and Missoula. The workshop will be held January 9, 1996 from 9-12 at each site where a minimum of 10 people have registered.

Renewal units available

By meeting each of the following criteria, eligible workshop participants will receive five renewal units toward recertification:

- full attendance at the workshop at one of the listed teleconference sites;
- completion of the policy assessment instrument distributed to workshop participants; and
- OPI's receipt of the policy assessment instrument and your district's communicable disease policy.

Legal advice included

The workshop will give school administrators and school board trustees the chance to develop a legal and sound communicable disease policy and procedures document specific to their district. Workshop participants will receive information about communicable diseases, including HIV and Hepatitis B. Legal staff from OPI and MSBA will be present to provide technical assistance to school district representatives.

School district representatives will also have the chance to ask questions about the new laws on gun- and smoke-free schools.

If you are interested in attending the teleconference workshop, please contact me at 444-3178.

MAHPERD Convention

The annual Montana Association for Health, Physical Education, Recreation and Dance (MAHPERD) Convention was held in Missoula October 19-20, 1995. The convention was well attended. Just under 300 health enhancement educators and other health-related professionals participated in a variety of health-based convention sessions.

Awards presented

The MAHPERD *Physical Education Teacher of the Year* awards were presented to Donna Sparks, Shelby Elementary; Kim Hartman, Chief Joseph Middle School; and Mary Murphy, Bozeman Senior High. These awards recognize the recipients' achievements and educational skills as physical educators at the elementary, middle school, or secondary levels. The *Striving for Excellence* awards were presented to Jamie Darbro and Bruce Colton, Bozeman, and Larry Leonard, Glasgow. This award is given to those individuals who, in their own unique way, stand out as positive role models and who promote the values of the health enhancement profession while striving for excellence at the grass roots level.

MAHPERD officers announced

The MAHPERD president for 1995-96 is Maureen Thomas, Big Sky High School, Missoula, 729-2556; president-elect is Scott Richter, University of Montana, 549-7719. For more information regarding MAHPERD, please contact Maureen or Scott.

Nutrition Education and Training
Katie Bark, Coordinator
994-5641

Tasty meals a step toward healthy students

"If you get the students to eat in your food service program, the nutrition will follow," is Paulie Homer's philosophy and driving force for making school meals fun and tasty. Paulie is the food service manager for Lolo Elementary School.

A Healthier Tomorrow ...

Serving grades K-8, everyone at Lolo Elementary places a high priority on healthy children. As a result, they support nutrition education and tasty, healthful meals. Many favorite student recipes have been modified to lower fat, sodium, and sugar content, and fun nutrition events occur in the cafeteria and classrooms on a regular basis.

Team nutrition schools

Lolo Elementary School is the first Montana school selected to join USDA's Team Nutrition School campaign. Team nutrition is part of USDA's strategic plan for promoting food choices for a healthy diet through the media, schools, families and the community. Participating schools form the link to community-level implementation of the USDA's school meals initiative for healthy children. They actively promote school meals that offer more healthful choices, and they demonstrate a commitment to improving the health of children through offering nutrition education to their students.

Schools invited to participate

Schools around Montana are invited to join the team nutrition campaign. Both principals and school food service directors should have received information, enrollment forms, and instructions on how their schools can get involved early.

Becoming a team nutrition school is simple. Both the principal and food service manager sign a declaration supporting the eight team nutrition principles. The schools agree to serve meals that meet the dietary guidelines for Americans. They also agree to sponsor at least one nutrition education event during the year and to share nutrition education ideas with other districts.

Schools receive recognition and resources

When they join the USDA campaign, schools receive resource materials for their use along with national and state recognition for their commitment to good nutrition. The first 10,000 schools to enroll around the nation will receive additional nutrition education kits produced specifically for this project by Scholastic, Inc.

For more information please contact me or Mary Elizabeth McAulay at OPI, 444-4413. Sign up today and be one of the Montana schools that is committed to good foods and good health for their students.

Traffic Education
Curt Hahn, Administrator
444-4432

The cooperative driver testing program (CDTP)

When you need CDTP supplies, please contact your local driver license exam station. Since stations occasionally run out of supplies, it is a good idea to call ahead and let staff know what you need and when you plan to stop by. This helps avoid wasted trips and long waits. Thanks!

The next CDTP training for traffic education instructors will be in Great Falls during the 1996 Traffic Education Conference, May 5-7, 1996.

Traffic education videos

- *Save a Second * Save a Life* explores the idea that 80-90 percent of all collisions would be avoided if drivers could reduce their reaction time in emergencies by just one second. It also contains material showing that 90 percent of all driving decisions are made according to what drivers see or fail to see. This is an interesting fact when one considers the saying: "Eyes don't tell people what they see, people tell their eyes what to look for." For information, contact Unlimited Vision, 80 Fifth Avenue, Suite 1105, New York, NY 10011 (212-255-2240).
- The Motorcycle Safety Foundation is offering high schools a free video on motorcycles and rider safety. The video touches on the rules and techniques of safe motorcycle driving, the importance of wearing helmets, and the dangers of riding a motorcycle while intoxicated. Traffic education instructors wanting a copy of this video should write, on school letterhead, to Motorcycle Safety Free Educational Video, c/o Video Outreach, PO Box 12057, Hauppauge, NY 11788.
- To order traffic education films and videos, contact Mike Schulz, Western Montana College, Carson Library, 710 South Atlantic, Dillon, MT 59725 (tel: 800-WMC-MONT, or 683-7541; fax: 683-7493).

New drivers can be dangerous

According to a study by the Insurance Corp. of British Columbia, two groups of drivers had the highest crash rates: those who were least experienced and those who drive for a living. Based on 149,000 novice drivers aged 16-55, the study examined how driving experience related to accidents. The study found that the common assumption that all novice drivers are young distorts their profile and skews the possible countermeasures. The only area in which age made a difference was among young drivers who were carrying passengers. They had significantly more first-year crashes than older beginners.

Traffic education reimbursement

Reimbursement for schools that complete high school traffic education programs between July 1, 1995, and June 30, 1996, will be paid in August 1996. We anticipate the per pupil reimbursement to be approximately $90.00. Be sure to submit your reimbursement to this office *upon completion* of each program you conduct.

Coming up: the 1996 traffic education conference

The 1996 OPI/MTEA state conference will be held in Great Falls at the Heritage Inn on May 5-7, 1996. MSU-Northern will be offering one semester credit and OPI will be offering 15 renewal units. Registration information will be mailed in March.

Renewal units change

Some of you have been using renewal units to renew your approval to teach Traffic Education. As of January 1, 1996 this will no longer be possible. Until you have completed the Traffic Education Minor and obtained a "99" endorsement on your Montana Teaching Certificate, you will need university credit course work to renew. Renewal units taken prior to January 1 will be accepted.

Please note. When your teaching certificate expires, so does your approval to teach Traffic Education. If you need an application to renew or other assistance, give me a call.

Division of Vocational and Adult Services
Jim Burns, Administrator

Family & Consumer Science Education
Laurie Stelter, Specialist
444-2059

Electronic FHA/HERO forms

Student Application and Chapter

Dispatches

Composite Registration forms for the 1996 FHA/HERO State Leadership Conference are now available on METNET for users who have Macintoshes or IBM computers with Windows.

Features of the program, designed by Dennis Prody at OPI, include:

- opportunities for students to access and learn widely-used home management technology;
- a efficient and economical format — both forms are downloaded to a local computer where individuals enter their data according to their pace and time schedule.
- the ability to view and edit the entire document;
- a pop-up screen listing student applications and corresponding event;
- a listing of correctly spelled event names sorted according to "individual" or "team" events; and
- easy navigation from box to box within the forms.

For users who don't have METNET access, the forms will be available on floppy disk at the district technology inservice workshops.

If you need further information, please METNET Nancy Linnell or call her at 937-2811.

Idella Mott

In memory of Idella Mott

Glasgow High School

Following an executive board meeting of the Montana Association of Family and Consumer Sciences (MAFCS) on October 18, 1995, Idella, MAFCS president, suffered a brain aneurysm. She died the following Tuesday.

After graduating from North Dakota State University in home economics education, Idella taught for two years in Opheim. She then moved to Glasgow where she taught for the past 25 years at Glasgow High School.

Idella's leadership in professional organization activities was one of her outstanding contributions to the profession. She was a Future Homemakers of America advisor for 20 years and a past president of the American Association of University Women (AAUW), the Montana Association of Teachers of Family and Consumer Sciences (MATFCS), and the Northeast Montana Home Economists. In 1994 she was selected MATFCS Teacher of the Year.

Idella exhibited her personal commitment to program development by applying for Carl Perkins Consumer and Homemaking Education funds. Since 1989, her programs were awarded four competitive grants totaling $40,000. Each of these projects focused on expanding the technology in her classroom to give her students a wider experience in fabric and apparel design and construction. Acquisitions made with these funds included electronic and computerized sewing machines and sergers, Macintosh computers, color monitors, printer, scanner, and designer software.

Idella's ability to create and embellish garments for herself and for the many professional organization auctions to which she contributed her product, her love for shopping and a good bargain, and her stylish dress will not be forgotten. Her calm and caring manner, her thorough attention to business on the agenda, and her passionate dedication to family and consumer sciences — in the classroom, in her personal life, and as a legislative advocate at all levels — will continue to inspire us all.

Memorials in Idella's name will be used to promote professional leadership within the two organizations in which she was most actively involved. Please make checks either to the Montana Association of Teachers of Family and Consumer Sciences, c/o Cathe Felz, Three Forks High School, 210 E. Neal, Three Forks, MT 59752 or to the Montana Association of Family and Consumer Sciences c/o Zoe Kilbourne, 505 Chancery Lane, Billings, MT 59102.

To her husband, Gary, and son, Brad — our deepest sympathies lie with you.

Bulletin Board

Listings in the Bulletin Board do not necessarily imply endorsement by the Office of Public Instruction.

Resources

Video available

The American Association of University Women (AAUW) have a video and study guide for students and educators. Part of the AAUW's *Visionary on Video* project, *One Woman's Dreams*, details the professional experiences of Dr. Andrea Stierle, a research chemist from Butte, who successfully pursued a challenging career in math and science. For further information, contact Dr. Joanne Cortese, Montana Tech, 1300 W. Park Street, Butte, MT 59701 (496-4460).

Help for smokers

In response to the new state law making it illegal for minors to have or use tobacco products, three Montana organizations have joined together to help young smokers kick the habit.

The Montana affiliates of the American Cancer Society, the American Heart Association, and the American Lung Association are cosponsoring two programs: The *Smoke-Free Class of 2000*, designed to prevent tobacco use by children; and *Tobacco-Free Teens*, a smoking cessation program. For more information, call the American Cancer Society (252-7111); the American Heart Association (800-AHA-USA1); or the American Lung Association (1-800-LUNG-USA).

Civil War database on CD-ROM

A new CD-ROM *The Civil War: A Newspaper Perspective* brings important primary source material on the American Civil War into secondary school classrooms. This database of the Civil War contains the full text of major articles reproduced from 2500 issues of leading newspapers published between November 1, 1860, and April 30, 1865.

It also contains articles from important periodicals of the time, *The New York Herald, The Charleston Mercury*, and *The Richmond Enquirer*. Through eyewitness accounts of battles and events, officers' reports, local incidents, biographies, and obituaries, this CD-ROM makes the rich detail of the Civil War era instantly accessible to students and educators.

For more information, contact Jack Nagy, 697 Sugartown Road, Malvern, PA 19355 (610-296-7441; jnagy@netaxs.com).

Free CD-ROM from NASA

Seeing the Earth in a New Way: the SIR-C Missions of Endeavour, a new educational CD-ROM produced by NASA's Jet Propulsion Laboratory, is available free of charge. This CD-ROM is designed for students and teachers at middle and high schools. It contains radar images of sites around the world as seen before and during the SIR-C missions, which flew on board the Space Shuttle in 1994.

Using examples like the mountain gorilla habitats of Rwanda, and the discovery of the Lost City of Ubar in the Arabian desert, the CD-ROM puts our earth at students' fingertips. Teachers may use this resource in many ways — from activities as simple as viewing pictures or as complicated as performing science experiments with real data taken from earth orbit.

For Macintosh only, the CD-ROM is available at no cost from the NASA CORE, Lorain County JVS, 15181 Route 58 South, Oberlin, OH 44074 (216-774-1051, extension 293).

Looking for Pen Pals?

Pen Pals Plus offers a nationwide service of custom matching pen pals. Pen pals can be integrated into a classroom curriculum covering geography, spelling, writing and social skills, math, penmanship. The possibilities are endless and students are self-motivated since the "reward" is a return letter from a new friend.

For a $4.50 fee, Pen Pals Plus will connect a student with someone of like interests, age, etc. If they cannot locate a pen pal for you within three months, your money will be refunded. Contact Brenda Porter, Pen Pals Plus, P.O. Box 40896, Eugene, OR 97404

[redacted]

(503-689-7209).

Christmas seals posters

It's time for the 1995 Christmas seals poster contest. Children ages 6-15 are eligible. The theme is "Feeling Good at the Holidays."

Montana's winner will receive an electronic sketch pad and the poster will be a part of the next official Christmas seal campaign. For more information or contest applications, contact the American Lung Association of Montana, 825 Helena Ave., Helena, MT 59601 (1-800-LUNG-USA).

U.S. savings bond poster

Last year over 55,000 Students participated in the U.S. Savings Bonds National Student Poster Contest sponsored by the U.S. Department of the Treasury. This is a national contest for students in grades 4-6, with the top three winners from each state receiving a $1,000, $500, or $200 U.S. Savings Bond. The winner in each state is flown to Washington,

(Continued on page 12)

D.C., for national judging.

All state entries must be postmarked no latter than January 12, 1996. If you need an entry kit, please call the Savings Bonds Marketing Office in Seattle, WA (206-553-4537).

NCTE 1996 Achievement Awards in Writing

Teachers in the United States, Canada, and American schools abroad may nominate eleventh-grade students for these awards. The National Council of Teachers of English (NCTE) Awards program assesses writing excellence based on students' samples of their best prose or verse, and on impromptu themes that are written under supervision. 1996 nominations must be received by January 23, 1996.

For information and nomination forms, write to NCTE Achievement Awards in Writing, 111 W. Kenyon Road, Urbana, IL 61801-1096.

Submission Deadlines

Signatures from Big Sky

The deadline for submission of K-12 art and writing to *Signatures From Big Sky* is February 1, 1996. This is a student literary/art magazine that gives many of our gifted young Montana artists and writers a "sharing place." Send any submissions to the person in art or writing who is nearest you. For submission or subscription information contact Shirley Olson, *Signatures From Big Sky*, 928 4th Avenue, Laurel, MT 59044 (628-7063).

Request for information

A statewide magazine is interested in the interaction between youth and the communities they live in. If you are or know of someone involved in civic or philanthropic activities either through the schools or not and are interested in sharing your story, please drop a card briefly describing the event or topic to; Paula Kelly, 700 Power, Helena, MT 59601. Be sure to include a contact name, address, and telephone number.

Teacher Fellowships

National Symphony Orchestra summer teacher fellowship

The Montana Association of Symphony Orchestras and the Montana Alliance for Arts Education announce the National Symphony Orchestra summer teacher fellowship. As part of its fourth American Residency Program, the National Symphony Orchestra will be touring in Montana and Wyoming in May, 1996.

Each state which hosts a residency has the opportunity to select a music teacher who will spend part of the summer 1996 in Washington, D.C., as a National Symphony Orchestra Fellow. The selected fellow is awarded a cash stipend and all expenses including travel to and from the home state are covered for the stay in Washington. The total value of the fellowship is $5,000. Candidates must have a minimum of three years teaching experience in Montana. Application deadline is March 15, 1996. For an application guidelines contact Robin Bailey, Montana Alliance for Arts Education, P.O. Box 2264, Kalispell, MT 59903 (257-3241).

James Madison Fellowship

The James Madison Memorial Fellowship Foundation is accepting applications for fellowships. These fellowships — designed to enhance the content knowledge of experienced and aspiring secondary school teachers of American history, American government, and social studies—may be used for part- or full-time master's level study at a university of each fellow's choice.

Applications are due no later than March 1, 1996. Contact James Madison Fellowship Program, P.O. Box 4030, 2201 North Dodge Street, Iowa City, IA (800-525-6928; Recogprog@ACT-ACT4-PO.act.org).

Workshops/Conferences

Lighting seminar can save you money

Montana's Department of Environmental Quality (DEQ) is holding a free lighting seminar on January 26, 1996, in Billings. Cool white and warm white lamps are no longer being manufactured. What are schools' replacement lighting options? Can energy and maintenance costs really be lowered through lighting retrofits? How effective are electronic ballasts and lighting controls?

This seminar is designed for building and maintenance personnel faced with these questions. New lighting is the most straightforward way to reduce energy costs. Contact Linda Beadle, DEQ, Helena, MT (444-6777).

Youth and family in crisis

The 8th annual Youth and Families in Crisis Conference will be held March 6-8, 1996, in Great Falls. This year's theme is *Youth and Families: Hidden Resources, New Strengths*. Conference workshop topics will include: Youth Violence: Fact, Fiction, & the Future; How Helping Hurts; Youth Court Act Revisions—Turn the Other Cheek No More; and Working With & Understanding American Indian Culture. Contact Curt Campbell, Opportunities, Inc., P.O. Box 2289, Great Falls, MT 59403 (761-0310).

CALENDAR

January

11-12: Certification Standards and Practices Advisory Council (CSPAC) Meeting, Helena—Peter Donovan, Administrator, 444-0301

18-19: Board of Public Education Meeting, Helena—Wayne Buchanan, 444-0076

February

8-10: Southwest IRA Reading Conference, Albuquerue, NM—Joyce Kay Robertson, 505-345-9021

March

2: Northwest Reading Conference, Kalispell—Diane Taylor, 257-2301; June Atkins, OPI, 444-3664

3-5: Business Professionals of America Conference, Great Falls—Marion Reed, OPI, 444-3000

3-5: DECA Career Development Conference, Helena—Barb Roberston, OPI, 444-4456

14-16: IRA Reading Conference, Bellvue, WA—Rebecca Olness, 360-886-1853

28-29: Board of Public Education, Helena, Wayne Buchanan, 444-0076

28-30: FHA/HERO Conference, Billings—Laurie Stelter, OPI, 444-2059

April

11-13: ASCD Convention, Billings—Joanne Erickson, Havre Schools, 269-9619

11-13: FFA Conference, Bozeman—Leonard Lombardi, OPI, 444-4451

15-17: VICA State Leadership Conference and Montana Skills USA Championships, Havre—Jeff Wulf, OPI, 444-4452

18-19: CSPAC Meeting, Missoula—Peter Donovan, 444-0301

28-5/3: IRA Reading Conference, New Orleans—June Atkins, 444-3664

May

5-7: Montana Traffic Education State Conference, Great Falls—Curt Hahn, OPI, 444-4432

23-24: Board of Public Education, Helena, Wayne Buchanan, 444-0076

June

19-21: Genesis: Breating Life into Learning through the Arts, Missoula—Jan Hahn, OPI, 444-3714

EM*Power Leader training

EM*Power is an action-oriented waste management curriculum for grades 6-9 developed by educators and 4-H youth specialists in Idaho. On Saturday, January 27, 1996, EM*Power will present a free satellite conference on EM*Power Leader Training. The conference is interactive, experiential, and live. Youth and their leaders will demonstrate activities and teaching strategies from the EM*Power curriculum. For more information, contact Maureen Toomey, EM*Power Teleconference Coordinator, 106 Morrill Hall, University of Idaho, Moscow, ID 83844 (208-885-64291 empower2@ uidaho.edu).

1996 National Student Assistance Conference

Drug-free schools and student assistance professionals will gather March 24-27, 1996, at the Opryland Hotel in Nashville, TN, for the 8th Annual National Student Assistance Conference (NSAC). The conference program features the student assistance and substance-abuse prevention fields' most knowledgeable leaders. They will provide up-to-the-minute information on the issues and topics driving and shaping the work of those who deal daily with the behavioral health of our country's children.

For more information, contact the conference department and ask for a free program brochure (800-453-7733).

Kudos

(Continued from page 5)

Her research compared two methods of safflower transformation. Both genetically alter the safflower plant to increase its oil yield, improve its ease of harvesting, or create a stronger, herbicide-resistant crop. As the national winner, she received $7,000 in cash scholarships.

Rhoades-Nicholls is currently a freshman at Carroll College majoring in biology. ■

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